

NGĀ WHANAKETANGA RUMAKI MĀORI

PARENTS, FAMILIES, AND WHĀNAU FEEDBACK FORM



E ngā pītau whakarei o ngā waka kua rarau nei tēnei te reo waioha ki a koutou. Tau mārire te punga whakawhenua ki runga i te kaupapa nei kua hōkai atu ki ia pito o te whenua. Mā te tauawhiawhi o te hapori me ngā kura i te tamaiti, ka whakamana tātou i ā tātou tamariki e tere mai ana i raro i ōna ara akoranga. Ka haumi te waka, ka haumiri a Tāwhirimātea i ngā rā kaupaparū kia taea ai te tamaiti te pae tawhiti, kia whakamaua kia tina.

The Government wants all Māori students to enjoy education success as Māori. Strengthening and supporting Māori-medium education is central to this.

The introduction of the draft *Ngā Whanaketanga Rumaki Māori*, National Standards in literacy and numeracy in Māori-medium, reflects our commitment to ensuring Māori students are supported to reach their potential.

The draft *Ngā Whanaketanga Rumaki Māori* will support the implementation of *Te Marautanga o Aotearoa* by assisting teachers to equip students with the oral, reading, writing, and mathematics skills they need to access the curriculum.

The whanaketanga reflect the importance of oral language as a foundation skill for students in Māori-medium schools and settings. They will be used to assess progress for students in Years 1 to 8.

Consultation and information gathering of the draft *Ngā Whanaketanga Rumaki Māori* will take place during 2010 to ensure the whanaketanga are aligned with the curriculum, to gather evidence that the whanaketanga are set at the right levels, and to ensure teachers, principals, and whānau are well prepared to work with the whanaketanga.

We need to work together to ensure your tamariki succeed. I encourage your whānau to attend hui being organised as part of this consultation. Your ideas and experiences are important and we need to hear your views. You can use the enclosed questionnaire, go to www.minedu.govt.nz and fill in the online survey, or join hui discussions.

I look forward to hearing your views as we work together to make sure Māori enjoy education success as Māori.

Nāku noa, nā

Hon Anne Tolley
Minister of Education

Parents, Families, and Whānau Feedback Form

SECTION A: HAVING YOUR SAY

Question 1 – Information on learning and achievement

How do you receive information from school on your child's learning and achievement now and how would you like to receive that information?
(Tick as many boxes as you wish.)

	How do you receive information from school now?		Is this the way you like to receive information?	
	Yes	No	Yes	No
Written reports that my child brings home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written reports the school sends to me in the post	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent/teacher meetings without my child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meetings that involve me, my child, and the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reports and assessments that I can download from the school website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 2

How well informed do you feel about your child's progress and achievement? (Circle one number.)

Not informed	Not well informed	Informed	Well informed
1	2	3	4

Question 3 – Sample graphs

Hoani is a Year 4 child at a kura. The sample graphs below show how he is achieving now.

These graphs are examples of how a school could show you how Hoani is achieving in relation to the *Ngā Whanaketanga Rumaki Māori*.

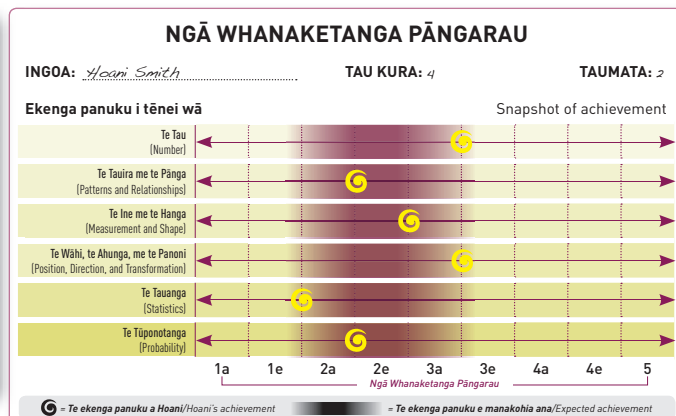
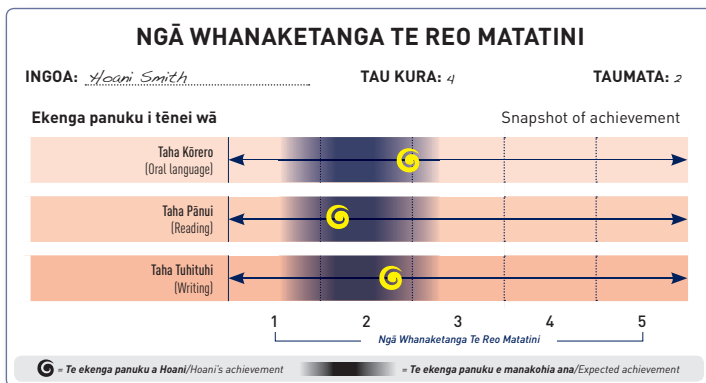
Do you find these graphs useful? (Tick one box.)

Sample 1 – snapshot

Yes ☐ No ☐

Sample 2 – snapshot

Yes ☐ No ☐



Question 4

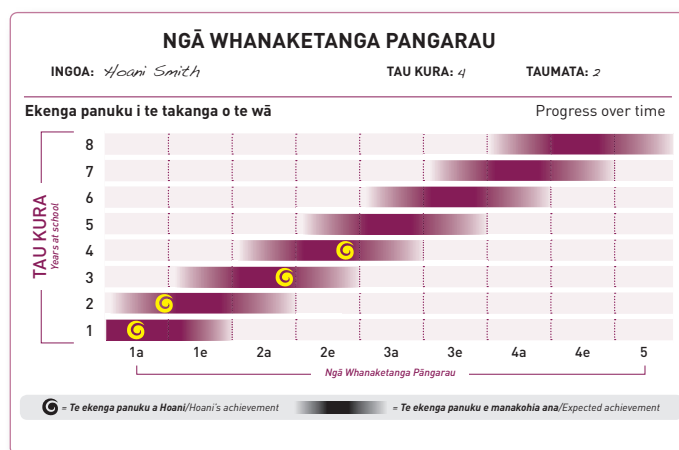
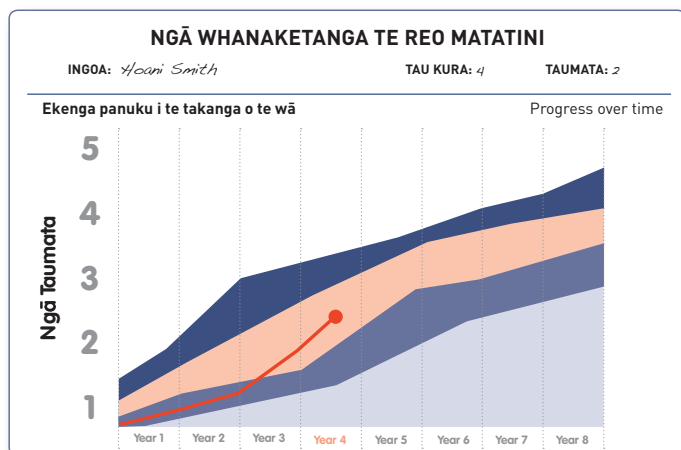
These graphs are examples of how Hoani has progressed over time. Do you find these useful? (Tick one box.)

Sample 3 – over time

Yes ☐ No ☐

Sample 4 – over time

Yes ☐ No ☐



Question 5

What do you understand from the graphs provided about Hoani's learning and achievement?

Question 6 – Descriptions of Hoani's progress at school and how his whānau can support his progress at home

How easy or hard is it to understand the sample written section? (Tick one box on each line.)

	Very easy	Quite easy	Some easy bits /some hard bits	Quite hard	Very hard
Te Reo Matatini – Goals	1	2	3	4	5
Te Reo Matatini – At school	1	2	3	4	5
Te Reo Matatini – At home	1	2	3	4	5
Pāngarau – Goals	1	2	3	4	5
Pāngarau – At school	1	2	3	4	5
Pāngarau – At home	1	2	3	4	5

NGĀ WHANAKETANGA: TE REO MATATINI

Te ahu whakamua

Kua whakaritea e Hoani ēnei whāinga ako māna:

- Kia kaha ake ki te whakamārama rautaki pānui
- Kia tika ake te whakamahi i ngā tohutuhi
- Kia ako ki te kimi āwhina mai i te papakupu.

Tā te kura:

Kei te pakari te reo kōrero me ngā pūkenga tuhituhi o Hoani. He āwhina nui ēnei pūkenga i roto i āna mahi pānui. I ngā wiki e tū mai nei ka tīmata a Hoani ki te pānui i ngā pukapuka kei te taumata Pīngao, ā, ko te aronga o ngā mahi ko te:

- whakarāpopoto i ngā whakaaro matua
- pānui wawe i ngā kupu
- aro atu ki ngā tiwhiri o roto i ngā tānga whakaahua.

He whakaaro mō te whānau:

- Tonoa a Hoani kia kōrero mō ngā pukapuka i pānuihia e ia i te kura
- Kōrero tahi mō ētahi whakaahua e kitea ana i ngā toa, i ngā niupepa, i hea rānei
- Ākina a Hoani kia pānui pukapuka i te kāinga.

Looking ahead

Hoani has set these goals for himself:

- To get better at explaining reading strategies
- To get better at using punctuation
- To learn how to use a dictionary.

At school:

Hoani has very strong oral and writing skills. These skills are really helpful to Hoani in reading. In the coming weeks, Hoani will be reading books at Pīngao level and will focus on:

- summarising the main ideas
- skimming and scanning text
- recognising clues in images.

At home:

- Ask Hoani to talk about the books he has read at kura
- Talk together about any posters or images that you see in shops, in the newspapers, or in other places
- Encourage Hoani to read at home.

NGĀ WHANAKETANGA: PĀNGARAU

Te ahu whakamua

Kua whakaritea e Hoani ēnei whāinga ako māna:

- Kia kaha ake ki te whakamārama rautaki whakaoti rapanga
- Kia māia ki ngā meka whakareatanga matua katoa
- Kia ako ki te hanga kauwhata ki te ripanga rorohiko.

Tā te kura:

Hāunga te tauanga, e pakari ana te eke panuku a Hoani i ngā whanaketanga pāngarau. Ko te tauanga te tino aronga i ngā wiki kei te tū mai, arā:

- te tuhi me te whakamāori kauwhata pou
- te arotake tūhuratanga raraunga.

Ko te mōhio o Hoani ki te tau ka tino āwhina i a ia i ēnei akoranga.

He whakaaro mō te whānau:

- Whakawhitiwhiti kōrero mō ngā momo kauwhata e kitea mai ana i ngā niupepa me ētahi atu wāhi
- Tonoa a Hoani kia whakamārama i ana tūhuratanga tauanga.

Looking ahead

Hoani has set these goals for himself:

- To get better at explaining problem solving strategies
- To be confident with all times tables
- To learn to produce graphs using a computer spreadsheet.

At school:

Apart from Statistics, Hoani is making good progress against ngā whanaketanga pāngarau. Statistics will be the main focus over the next few weeks, namely:

- drawing and interpreting bar graphs
- evaluating data investigations.

Hoani's knowledge of number will be of great benefit in this work.

At home:

- Discuss graphs when they appear in the media
- Ask Hoani to explain the statistical investigations he is undertaking at school.

Helping your child to learn

Question 7

What does your child's school or community do to help you support your child's learning? *(Write your comments below.)*

Question 8

What else could your child's school or community do to help you support your child's learning? *(Write your comments below.)*

Question 9 – Further comments

Do you have any other thoughts, suggestions or feedback? *(Write any comments below.)*

Question 10 – Whānau of children with special needs/disabilities only

Is there a child with special needs or disabilities in your whānau? *(Tick one box.)*

Yes ☐

No ☐

If yes, how would you like to follow your child's progress? *(Tick one box.)*

IEP *(Individual Education Programme)*

☐

National Standards report – as shown in samples

☐

Other *(please specify)*

☐

SECTION B: STATISTICAL INFORMATION

If you are filling this booklet out as part of a consultation meeting, please complete the two questions below.

I am attending this meeting on *(date)*

At *(place)*

Lastly, we would like you to complete the following details about yourself so that we can understand the views held by different whānau members.

Gender

Male

☐

Female

☐

Ethnicity *(Tick as many options as you wish.)*

Māori

☐

Pākehā/NZ European

☐

Pasifika

☐

Other

☐

Are you affiliated to any iwi?

Yes ☐

No ☐

Don't know ☐

Iwi 1

Region

Iwi 2

Region

Iwi 3

Region

Iwi 4

Region

Iwi 5

Region

Iwi 6

Region

What type of te reo Māori setting is/are your child/ren, grandchild/ren, other family or whānau members in?

Kura Māori – whole school

☐

Bilingual unit or class

☐

Rumaki or immersion unit or class

☐

Other (please specify)

☐

I have children, grandchildren, other family or whānau members at primary or intermediate school in the following years.

(Tick as many boxes as you wish.)

Year 1

☐

Year 5

☐

Year 2

☐

Year 6

☐

Year 3

☐

Year 7

☐

Year 4

☐

Year 8

☐

Let us know what you think

The Ministry of Education would like to hear the views of whānau of students who learn in Māori-medium settings. Consultation will run from March to May 2010.

You can attend a hui in your area, use the feedback form in this brochure or go online at www.minedu.govt.nz and fill in an online form.

The consultation hui will be held in the following regions.

Kaitiāia

Whāngārei

Tāmaki Makaurau (Auckland)

Kirikiriāroa (Hamilton)

Rotorua

Tāneatua

Tūranga (Gisborne)

Taranaki (New Plymouth)

Te Whanganui-a-Tara (Wellington)

Whakatū (Nelson)

Ōtautahi (Christchurch)

Murihiku (Invercargill)

More details will be available on www.minedu.govt.nz and through your school.

Please complete this form and send it to Freepost 203 656, National Standards, Ministry of Education, PO Box 1666, Wellington by 31 May 2010.